

A Comparative Analysis of Social Media Usage and Academic Performance in Public and Private Senior High Schools

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Abstract

The study comparatively analyzed social media usage and academic performance in public and private senior high schools. The issue of social media and academic performance has been a very debatable topic with regard to its effect. This study further explores the relation between private and public schools in relation to social media use and academic performance. The objectives of the study was to find out activities performed by students on social media, its effect on spelling during examination, and to find out if participation affected students grades before and after using social media. The study used the survey method to solicit responses from two public senior schools and two private senior high schools. The study revealed that majority of respondents from the private schools used Whatsapp and Facebook more often. Also, respondents from the private schools spent more hours online as compared to counterparts in the public schools. In addition, a higher proportion of respondents from the private schools experienced drop in grades as compared to their counterparts in the public schools. The study therefore recommends a strict enforcement of rules in private schools, counselling for addicted students etc.

Keywords: Social Media, Grades, Public Schools, Private Schools, Addiction

1. Introduction

Social networks have become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance. Deng and Tavares (2013), were of the view that the notion of learning communities has become increasingly prevalent in schools at all levels. Cross (1998), sees a learning community as “a group of people who are engaged in learning activities”. Social networks have been seen as platforms that could create a learning environment for students and their peers.

Social network sites (SNS) have become an interesting part of student life as a result of their features and medium of usage. Students engage each other, friends and peers on various issues and topics as well as share interesting things about their lives and their surroundings. Ito et al (2009), were of the view that, just as it is done in parking lots and shopping centers, young people gather in network public spaces for a number of reasons and these include negotiate identity, gossip, support one another, jockey for status, collaborate, share information, flirt and joke.

Nowadays, social network participation among students and young people are no longer limited to desktop and laptop computers but now accessed largely through mobile applications and smart phones. A study conducted by Negussie and Ketema (2014) in Jima University, Ethiopia, indicated that most students use their personal laptops and smart phones to access social network sites such as Facebook. This was also in line with the study conducted by Ahmed and Qazi (2011) in the United States that most students use their smart phones to access and participate on social media networks. Also, Mehmood and Tasvir (2013), research conducted in Oman also indicated that 80% of the students reported using their mobile phones to access social media networks. They indicated that the mobile phone helped increase their access to peers and flexibility of staying in touch with them. They continued that smart features such as reading RSS feeds, location tagging and status posts were popular uses of social network on mobile phones.

According to Haq and Chand (2012) “one of the largest social networking sites like Facebook have become so popular, especially among students that it reflected many other traditional features of society. Facebook users share ideas and pictures with friends and family members. Facebook is also used to keep in touch with previous high school classmates and work mates. It creates new relationships and friendships or simply a way to unwind with one of the many Facebook applications that include games and quizzes”. According to Amofa-Serwa and Dadzie (2015), who explored the implication of social media use on child behaviour in basic schools in Ghana, Facebook was the most preferred social media site among students who used social media.

This study analyzes a comparison between schools in relation to social media participation and academic performance. It analyzes the pattern of usage among the students in the categories of school and its resultant effect.

The study covered two public Senior High Schools (SHS) and two private SHS. These are St. Johns Grammar SHS, Tema SHS, Action SHS and Ideal College. St. Johns Grammar SHS and Tema SHS are public

SHS which fall into the category “A” and “B” schools as specified by the Ghana Education Service School posting hand book respectively, while Action SHS and Ideal College fall into the private SHS category.

2. Objectives of the Study

The objectives of the study included:

- a. To find out activities performed by students on social media networks
- b. To find out the effect on social network participation on spelling during examination
- c. To find out if the participation on social networks affected student performance before and after participation on social networks
- d. To make appropriate recommendation based on the findings of the study

3. Literature Review

A number of studies have explored how students and users of social media networks accessed these tools for their personal benefits. The study by Apeanti and Danso (2014), found that students' accessed social media using laptop/personal computers, smart phones, Internet cafes, campus computers and tablets with a few indicating that they did not access social media. It was also found that students who had accounts on social media frequently used it to connect with old friends and family members, find new friends, obtain or share learning materials, receive update of events, post information, while away time among others.

“SNS can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship” (Ito, et al, 2006). Green et al. (2007), also posited that due to the “high level of urgency and personalization involved, SNS can be particularly important learning spaces for young people who struggle in traditional educational settings. This further indicates that students who may struggle in normal class room environment, may embrace social network platforms for learning, discussion and other educational purposes. Ito et al. (2008), adds that “when sharing content and creating or maintaining relationships, young people engage in peer-based, self-directed and interactive learning (accessible from outside the classroom), essential for engagement and deep learning”.

A number of researchers have outlined a number of student benefits in relation to education as a result of social network participation. Yunus et al. (2012), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students.

Jain et al. (2012), were of the view that social networks also bridge self-esteem deficiency for students and help build social capital. Students also benefit from chatting with other students, teachers and external sources to acquire more information and knowledge. Lam (2012), also stated that social networks such as Facebook “improves learning through users interrelationship, communication, social relationship, and participation”. He added that social networks provides motivation for learning among students. Van-Vooren and Bess (2013), added that Tweets improve English language education. Blogs improve student performance (through other social media tools influencing students' achievements).

A number of studies conducted by researchers in the area of social networks discovered many uses of social networks by students and young people. Lenhart and Madden (2007) found out that majority of youngsters used social networks for the creation and maintenance of friendships. Madge et al (2009), concluded that most students used social networks such as Facebook primarily for social purposes although their interaction with their peers was on academic matters. However, they were not keen on using social networks for formal teaching-and-learning related discussions or for interacting with their instructors. A study conducted by Yu, et al (2010) revealed that “online social networking helped strengthen social relationships among students, heighten their self-esteem and boost their learning performance”.

According to Salvation and Adzharuddin (2014), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic performance. English and Duncan-Howell (2008), also used Facebook as a tool to enhance peer support among business education students during their training programme and detected that students' exchanges were mostly of the affective type facilitating group cohesiveness through encouragement and support.

On the frequency and usage of social networking sites among students many studies have found that students use a lot of their time on these social network sites interacting with peers. Pempek et al. (2009), in a study conducted in the United States, “found that students spend approximately 30 minutes on Facebook throughout the day as part of their daily routine. Facebook was used most often for social communication,

mostly with friends with whom the students had pre-established offline relationship". A study conducted by Lenhart and Madden (2007), in the United States also majority of young people spend several times in the day on social media networks and they use them to make new friends and stay in touch with existing ones. They added that approximately, 91% of the youth who used SNS reported using it to communicate with friends and peers.

There have been mixed reactions from academics and researchers with regard to the impact of social networks and how they affect academic performance. Studies have found that the participation of students and young people on social networks may have both positive and negative impact on their studies and for that matter their academic performance.

Jones and Madden (2002) reported that almost 79% of students thought that the Internet and social networks had a positive impact on their academics whiles there was positive correlations between the use of social networking websites and student engagement, a predictor of academic success (Kuh, 2009). Subrahmanyam and Greenfield (2008) observe that the lines between the virtual and real world is increasingly blurred for youth today: "for today's youth, media technologies are an important social variable and physical and virtual worlds are psychologically connected; consequently, the virtual world serves as a playing ground for developmental issues from the physical world".

Hu and Kuh (2001) and Jones and Madden (2002), found out that students who attended more technologically inclined institutions were more likely to report good education practices such as student teacher contact, interaction and cooperation among students, and active learning than those who attended less technology inclined institutions although they also added that this might also be as a result of other factors that may have explained these outcomes. These they indicated will lead to better learning outcomes and performance. Also, the study by Amofa-Serwa and Dadzie (2015), revealed improvement in reading habits and communication among students who participate on social media networks.

Conversely, a number of researchers and studies have also found a negative impact that social network participation has on students' academic performance. In the study of Kirschner and Karpinski (2010), they found a "significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers. A majority of students claimed to use Facebook accounts at least once day".

Interestingly, social network participants has also developed in a form of communication that is affecting linguistic habits of students. Words are used in their raw state as pronounced and this is transferred to the class room environment. A study conducted in Oman by Mehmood and Taswir (2013), on how social network participation affects linguistics of students found out that many students indicated there was a change in their linguistic habits as a result of their constant communication on the social networks. Some of these students also indicated that they use slang language in communicating on social networks and this adversely affects their writing skills in the class room. This is also supported by Horton, Alloway, and Dawson (2012), whose study revealed that the use of Facebook had an effect on the spelling of some of the students. Wood et al (2014), in another study also noted that the use of texting language harms the grammatical understanding of students.

4. Research Methodology

The study used the cross-sectional survey method to find out how social network participation affects academic performance of students in SHS. The study also employed the questionnaire as the data collection instrument for the study. Four Senior High Schools were selected for the study. These were St. Johns Grammar SHS, Tema SHS, Action SHS and Ideal College. St. Johns Grammar SHS and Tema SHS are public schools, whilst Action SHS and Ideal College fall into the private SHS category.

The total population for the study was Five Thousand Two Hundred and Forty Nine (5249). The total sample size for the study was 526 (10%) as depicted in the Table 1.2 above. Out of the total sample, 257 were in SHS 2 and 269 were in SHS 3. In relation to the schools, St. Johns Grammar had a sample size of 79 and 83 for SHS 2 and SHS 3 respectively. Also, Tema SHS had 71 for SHS 2 and 74 for SHS 3. Action SHS had 54 for SHS 2 and 57 for SHS 3. Ideal College had a sample size of 53 for SHS 2 and 55 for SHS 3.

The stratified sampling method was adopted for the study. Sample from each Senior High School, was divided into two strata, namely, form 2 and form 3. Only the form 2 students and form 3 students were selected because they had written senior high school exams as compared to the form 1s who are yet to write their terminal examination at the time of the study. Each stratum had the sample size as follows; form 2 students - 257, form 3 students - 269 totaling 526. The Statistical Package for Social Sciences (SPSS) was used to analyze the data collected. The descriptive analysis tools in the SPSS were employed to develop tables and frequencies which was constructively analyzed.

5. Data Analysis and Presentation of Results

5.1 Course of Study

This section presented a cross tabulation between the school of respondents and course of study. In all, six courses were covered made up of Business, General Arts, General Science, Agricultural Science, Visual Arts and Home Economics.

Table 1. Course of Study

Name of School	Course of Study					
	Business	General Arts	General Science	Agricultural Science	Visual Arts	Home Economics
St. Johns SHS	48 (38.1%)	68 (38.2%)	9 (20.0%)	7 (31.8%)	9 (21.4%)	21 (18.6%)
Tema SHS	23 (18.3%)	40 (22.5%)	15 (33.3%)	15 (68.2%)	16 (38.1%)	36 (31.9%)
Action SHS	29 (23.0%)	36 (20.2%)	8 (17.8%)	-	9 (21.4%)	29 (25.7%)
Ideal College	26 (20.6%)	34 (19.1%)	13 (28.9%)	-	8 (19.0%)	27 (23.9%)
Total	126 (100%)	178(100%)	45 (100%)	22 (100%)	42 (100%)	113 (100%)

Source: Survey Data 2015

From Table 1 above, quite a high number of 178 (33.8%) out of the total responses of 526 were General Arts students. These included 68 (38.2%) from St. Johns SHS, 40 (22.5%) from Tema SHS, 36 (20.2%) from Action SHS and 34 (19.1%) from Ideal College. This was followed by Business 126 (24.0%) with 48 (38.1%) from St. Johns SHS, 23 (18.3%) from Tema SHS, 29 (23.0%) from Action SHS and 26 (20.6%) from Ideal College. In addition, 113 (21.5%) of the respondents were Home Economics students and included 21 (18.6%) from St. Johns SHS, 36 (31.9%) from Tema SHS, 29 (25.7%) from Action SHS and 27 (23.9%) from Ideal College.

5.2 Rate of WhatsApp Usage by School

This section analyzed responses with a cross tabulation between school and rate of WhatsApp usage. These included a total of 503 respondents who indicated that they used WhatsApp social network.

Table 2. Rate of WhatsApp Usage by School

Name of School	Usage of WhatsApp				Total
	Not applicable	Not often	Often	Very often	
St. Johns SHS	9 (56.3%)	23 (44.2%)	18 (23.4%)	95 (26.5%)	145 (28.8%)
Tema SHS	4 (25.0%)	17 (32.7%)	9 (11.7%)	109 (30.44%)	139 (27.6%)
Action SHS	1 (6.3%)	10 (19.2%)	31 (40.3%)	69 (19.3%)	111 (22.1%)
Ideal College	2 (12.5%)	2 (3.8%)	19 (24.7%)	85 (23.7%)	108 (21.5%)
Total	16 (100%)	52 (100%)	77 (100%)	358 (100%)	503 (100%)

Source: Survey data 2015 $\chi^2 = 42.700a$ df= 9 p-value = 0.00

From Table 2, out of the total responses of 503, majority 358 (71.2%) stated that they used WhatsApp very often and these included 95 (26.5%) from St. Johns SHS, 109 (30.44%) from Tema SHS, 69 (19.3%) from Action SHS and 85 (23.7%) from Ideal College. Furthermore, 77 (15.3%) respondents made up of 18 (23.4%) from St. Johns SHS, 9 (11.7%) from Tema SHS, 69 (19.3%) from Action SHS and 85 (23.7%) from Ideal College indicated that they often used WhatsApp. In addition, 52 (10.3%) which included 23 (44.2%) from St. Johns SHS, 17 (32.7%) from Tema SHS, 10 (19.2%) from Action SHS and 2 (3.8%) from Ideal College did not use WhatsApp often. Lastly, 16 (3.2%) indicated they did not use WhatsApp during the period of the study. The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school and rate of WhatsApp usage. Thus, a high proportion of respondents used WhatsApp regularly although respondents in the private schools used it more than their counterparts in the public schools.

5.3 Rate of Facebook Usage by School

This section analyzed responses with a cross tabulation between school and rate of Facebook usage. These also included a total 515 respondents who also indicated that they used Facebook social network. From Table 3 below, out of the total responses of 515, majority of respondents 324 (62.9%) stated that they used Facebook very often and these included 67 (20.7%) from St. Johns SHS, 101 (31.2%) from Tema SHS, 68 (21.0%) from Action SHS and 88 (27.2%) from Ideal College. Also, 106 (20.6%) respondents made up of 40 (37.7%) from St. Johns SHS, 14 (13.2%) from Tema SHS, 34 (32.1%) from Action SHS and 18 (17.0%) from Ideal College. Moreover, 71 (13.5%) which included 38 (53.5%) from St. Johns SHS, 24 (33.8%) from Tema SHS, 7 (10.0%) from Action SHS and 2 (2.8%) from Ideal College did not use Facebook often. Finally, 14 (2.7%) did not find it applicable as they were not using it at the time of the study. The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school and of Facebook usage. Thus, a high proportion of respondents from the private schools used Facebook more often as compared to the public school respondents.

Table 3. Responses of School and Rate of Facebook Usage

Name of School	Please rate the usage of Facebook				Total
	Not applicable	Not often	Often	Very often	
St. Johns SHS	9 (64.3%)	38 (53.5%)	40 (37.7%)	67 (20.7%)	154 (29.9%)
Tema SHS	3 (21.4%)	24 (33.8%)	14 (13.2%)	101 (31.2%)	142 (27.6%)
Action SHS	2 (14.3%)	7 (10.0%)	34 (32.1%)	68 (21.0%)	111 (21.6%)
Ideal College	-	2 (2.8%)	18 (17.0%)	88 (27.2%)	108 (21.0%)
Total	14 (100%)	71 (100%)	106 (100%)	324 (100%)	515 (100%)

Source: Survey data 2015 $\chi^2 = 71.979a$

df= 9

p-value = 0.00

5.4 Activities Performed on Social Media Networks

The study was also interested in the kind of activities respondents performed on social network sites. Students were therefore asked to state the kind of activities they engaged in on social media networks. Multiple responses were permitted.

Table 4. Activities Performed on Social Networks

Responses	Frequencies	Percentages (%)
Watching photos/Videos	453	46
Updating Posts	319	32
Playing Games	114	11
Group Participation/Discussion	111	11

Source: Survey data 2015

From Table 4 above, 453 (46%) respondents stated that they watched photos or pictures and videos on social media networks while 319 (32%) respondents indicated that they updated their posts on social media networks. Furthermore, 114 (11%) respondents indicated that they played games on social media networks while 111 (11%) respondents indicated that they participated in groups and discussions. In conclusion, it has been identified that majority of respondents watched photos/pictures and videos as well as updating posts on social media network sites.

5.5 School and Number of Hours Spent Online Daily

This section also sought to find out from the analysis the number of hours respondents spent online as well as the correlation between school attended and number of hours spent online daily.

Table 5. Number of Hours Spent Online Daily

Name of School	Hours Spent Daily Online				Always online
	1-2 hours	3-5 hours	6-7 hours	8-12 hours	
St. Johns	78 (57.8%)	24 (21.8%)	8 (10.5%)	16 (19.3%)	34 (28.3%)
Tema SHS	37 (27.4%)	26 (23.6%)	20 (26.3%)	27 (32.5%)	35 (29.2%)
Action SHS	8 (5.9%)	31 (28.2%)	27 (35.5%)	19 (22.9%)	26 (21.7%)
Ideal College	12 (8.9%)	29 (26.4%)	21 (27.6%)	21 (25.3%)	25 (20.8%)
Total	135 (100%)	110 (100%)	76 (100%)	83 (100%)	120 (100%)

Source: Survey data 2015

$\chi^2 = 89.988^a$

df= 9

p-value = 0.00

From Table 5 above, a high number of respondents 203 (38.7%) spent over 8 hours on social media networks daily. These included 135 (25.8%) respondents spent 1-2 hours daily on social media networks and they included, 78 (57.8%) from St. Johns, 37 (27.4%) from Tema SHS, 8 (5.9%) from Action SHS and 12 (8.9%) from Ideal College. Also, 120 (38.7%) respondents who were always online, and included 34 (28.3%) from St. Johns, 35 (29.2%) from Tema SHS, 26 (21.7%) from Action SHS, and 25 (20.8%) from Ideal College. Furthermore, out of the 110 (21.0%) students who spent 3-5 hours daily on social media networks, 24 (21.8%) from St. Johns, 26 (23.6%) from Tema SHS, 31 (28.2%) from Action SHS and 29 (26.4%) from Ideal College. Finally, 83 (15.8%) and 76 (14.5%) of respondents spent between 8-12 hours and 6-7 hours respectively. Further analysis revealed a significant relationship in the number of hours respondents spent on social media networks the school attended. The level of significance was 0.00 ($p < 0.01$), which indicated a significant relationship between the number of hours spent on social media networks by students and school attended. That is, the proportion of respondents from the private schools who were always online was higher than their counterparts in the public schools.

5.6 School and Grade Comparison

This section also sought to find out how grades of respondents were affected after participating on social media networks according to their schools. From the Table 6 below, majority of the respondents indicated that they

agreed with the assertion that their grades had dropped as a result of their participation on social media networks. These included 43 (16.9%) from St Johns, 66 (25.9%) from Tema SHS, 78 (30.6%) from Action SHS and 68 (26.7%) from Ideal College. Furthermore, a sizeable proportion also indicated that they strongly disagreed with the assertion that their grades had dropped after participating on social media networks. These included 44 (41.5%) from St. Johns SHS, 31 (29.2%) from Tema SHS, 19 (17.9%) from Action SHS and 12 (11.3%) from Ideal College.

Table 6. School and Grade Comparism before and after Participation on Social Media

Name of School	I Experienced Drop in my Grades after Participating on Social Media Network				
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
St. Johns SHS	20 (32.3%)	43 (16.9%)	37 (61.7%)	18 (41.9%)	44 (41.5%)
Tema SHS	15 (24.2%)	66 (25.9%)	18 (30.0%)	15 (34.9%)	31 (29.2%)
Action SHS	10 (16.7%)	78 (30.6%)	-	4 (9.3%)	19 (17.9%)
Ideal College	17 (27.4%)	68 (26.7%)	5 (8.3%)	6 (14.0%)	12 (11.3%)
Total	62 (100%)	255 (100%)	60 (100%)	43 (100%)	106 (100%)

Source: Survey data 2015 $\chi^2 = 85.28$ df= 12 p-value = 0.00

The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school of study and drop in grade after participation on social media network. That is, a higher proportion of students in the private schools had dropped in grades after social media network participation as compared to their counterparts in the public schools.

5.7 School and Effect of Social Network on Spelling during Examination

The section also sought to find out from respondents if social media network affected their spelling during examination as this could have impacted on their performance. From Table 7 below, it can be observed that majority of respondents indicated that their participation on social media networks affected their spelling during examinations. These included 33 (19.5%) from St. Johns SHS, 40 (23.7%) from Tema SHS, 47 (27.8%) from Action SHS and 49 (29.0%) from Ideal College. Also, a high proportion of 128 neither agreed nor disagreed with that assertion and these included 43 (33.6%) from St. Johns SHS, 38 (29.7%) from Tema SHS, 26 (20.3%) from Action SHS and 21 (16.4%) from Ideal College. The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school of study and social media affecting spelling during examinations. Thus, even though majority of students agreed to social media affecting their spelling during examination, a study of the data indicates majority of the students from the two private schools were affected more as compared to their counterparts in the two public schools.

Table 7. Effect of Social Media on Spelling during Examination

Name of School	Social Media use has affected my spelling when writing examination				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
St. Johns SHS	20 (32.3%)	33 (19.5%)	43 (33.6%)	38 (45.2%)	28 (34.1%)
Tema SHS	14 (22.6%)	40 (23.7%)	38 (29.7%)	25 (29.8%)	27 (32.9%)
Action SHS	13 (21.0%)	47 (27.8%)	26 (20.3%)	10 (11.9%)	15 (18.3%)
Ideal College	15 (24.2%)	49 (29.0%)	21 (16.4%)	11 (13.1%)	12 (14.6%)
Total	62 (100%)	169 (100%)	128 (100%)	84 (100%)	82 (100%)

Source: Survey data 2015 $\chi^2 = 34.302a$ df= 12 p-value = 0.001

5.8 School and Addiction to Social Media Networks

This section sought to find out the addiction of respondents in relation to the school they attended. From Table 8 below, a high number of respondents 205 (39.0%) agreed to the assertion that addiction to social media affected their academic life negatively. These included 39 (19.0%) from St. Johns SHS, 52 (25.4%) from Tema SHS, 60 (29.3%) from Action SHS and 54 (26.3%) from Ideal College. Also, 29 (32.6%) from St. Johns SHS, 31 (34.8%), 16 (19.0%) from Action SHS and 13 (14.6%) from Ideal College disagreed with the assertion that addiction to social media was a problematic issue that affected their academic life. The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school and addiction to social media that affected academic life. That is, a high proportion of respondents from the private schools were addicted to social media networks that affected their academic life as compared to the number of respondents from the public schools.

Table 8. School and Addiction to Social Media Networks

Name of School	Addiction to Social Media Affected my Academic Life Negatively				
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
St. Johns SHS	22 (33.3%)	39 (19.0%)	30 (34.9%)	29 (32.6%)	41 (51.9%)
Tema SHS	13 (19.7%)	52 (25.4%)	23 (26.7%)	31 (34.8%)	26 (32.9%)
Action SHS	13 (19.7%)	60 (29.3%)	16 (18.6%)	16 (18.0%)	6 (7.6%)
Ideal College	18 (27.3%)	54 (26.3%)	17 (19.8%)	13 (14.6%)	6 (7.6%)
Total	66 (100%)	205 (100%)	86 (100%)	89 (100%)	79 (100%)

Source: Survey data 2015 $\chi^2 = 52.610a$ df= 12 p-value = 0.00

5.9 School and Reading Skills

This section further sought to also find out if the participation of students on social media networks improves their reading skills. From Table 9 below, out of the total responses of 524, 154 (29.4%) agreed that social media usage had improved their reading skills. These included 26 (16.9%) from St. Johns SHS, 40 9 (26.0%) from Tema SHS, 43 (28.0%) from Action SHS and 45 (29.2%) from Ideal College. Also, 135 (25.7%) respondents neither agreed nor disagreed and they included 35 (26.0%) from St. Johns SHS, 39 (28.9%) from Tema SHS, 32 (23.7%) from Action SHS and 29 (21.5%) from Ideal College. In addition, 87 and 83 disagreed and strongly agreed respectively that social media networks had improved their reading skills. It can be observed from the analysis that majority of respondents 237 (45.2%) reported an improvement in their reading skills.

Table 9. Improvement in Reading Skills through the Use of Social Media Networks

Name of School	Social Media has Improved my Reading Skills				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
St. Johns SHS	35 (42.2%)	26 (16.9%)	35 (26.0%)	37 (42.5%)	28 (43.1%)
Tema SHS	21 (25.3%)	40 (26.0%)	39 (28.9%)	25 (28.7%)	19 (29.2%)
Action SHS	14 (16.9%)	43 (28.0%)	32 (23.7%)	13 (14.9%)	9 (13.8%)
Ideal College	13 (15.7%)	45 (29.2%)	29 (21.5%)	12 (13.8%)	9 (13.8%)
Total	83 (100%)	154 (100%)	135 (100%)	87 (100%)	65 (100%)

Source: Survey data 2015 $\chi^2 = 39.483a$ df= 12 p-value = 0.00

The level of significance was 0.00 ($p < 0.01$) which indicated a significant relationship between school and improvement in reading skills. Although majority had indicated a significant improvement in their reading skills as a result of social media participation, a high proportion of respondents from the two public schools disagreed with that assertion as compared to those in the private schools. Thus, a higher percentage of respondents from the private schools experienced an improvement in their reading skills because they participated more on social media networks as compared to the respondents from the public schools, hence their disagreement with the notion of improvement in reading skills.

6. Summary of Findings

6.1 Rate of WhatsApp Usage by School

One of the objectives of the study was to find out the usage of social media networks and their relationship with school attended. At significant level of 0.00 ($p < 0.01$), there was a significant relationship between school attended and rate of Whatsapp usage. That is, a high proportion of respondents from the private schools used it more often than their counterparts in the publish schools. This as a result of the flexible nature of rules in the private schools as compared to the public schools.

6.2 Rate of Facebook Usage by School

The study also sought to find out the relationship between the usage of Facebook and school attended. The study also revealed a significant relationship 0.00 ($p < 0.01$) between school attended and rate of Facebook usage. This indicated a higher proportion of students in the private schools using Facebook more than their colleagues in the public schools.

6.3 Activities Performed on Social Networks

The study also sought to find out what activities students engage in during social network discourse. It was revealed that majority of respondents used these social networks sites for photos/pictures and videos (46%), posting updates (32%) while 11% played games and participated in group discussions on social networks respectively.

6.4 School and Number of Hours Spent Online

The researcher sought to find out the number of hours spent by respondents daily on social networks in comparison with the school attended. It was revealed that majority of students in the private schools spent more hours online as compared to their counterparts in the public schools. That was revealed by a significant level of relationship 0.00 ($p<0.01$) among the public and private schools. Thus, the proportion of respondents from the private schools who were always online was higher than their counterparts in the public schools.

6.5 School and Grade Comparism

The main objective of the study was to find out if participation on social media networks have affected their grades when they compared before after participating on social media. It was revealed that 42.8% and 57.3% of respondents from the public and private schools affirmed that their grades have dropped respectively. There was a significant level of 0.00 ($p<0.01$) which indicated a significant relationship between school of study and drop in grade after participation on social media network.

6.6 School and Effect of Social Network on Spelling during Examination

The study also revealed that majority of respondents' spelling during examination have been affected negatively as a result of their participation on social media networks. These included 43.2% from the public schools and 56.8% from the private schools. The level of significance was 0.00 ($p<0.01$) which indicated a significant relationship between school of study and social media affecting spelling during examinations.

6.7 School and Addiction to Social Media Networks

The study also revealed that majority of respondents were addicted to social media networks. These also included 43.4% from the public schools and 55.6% from the private schools. The level of significance was 0.00 ($p<0.01$) which indicated a significant relationship between school and addiction to social media that affected academic life. That is, a high proportion of respondents from the private schools were addicted to social media networks that affected their academic life as compared to the number of respondents from the public schools.

6.8 School and Reading Skills

The researcher also sought to find out if participating on social media networks affected the reading skills of students positively. The study revealed that 57.2% and 42.9% from private and public schools respectively experienced improvement in their reading skills. This was confirmed by a level of significance was 0.00 ($p<0.01$). This indicated a significant relationship between school and improvement in reading skills. Thus, a higher percentage of respondents from the private schools experienced an improvement in their reading skills because they participated more on social media networks as compared to the respondents from the public schools.

7. Recommendations

The following recommendations were made based on the findings of the study. This included:

- a. Education for all stakeholders in the use of social networks by students (Mingle and Adams, 2015).
- b. Strict enforcement of the regulation that pertains to the use of electronic gadgets in Senior High Schools especially in the private institutions (Mingle and Adams, 2015).
- c. Promotion of the use of social media networks by teachers and educators for academic purposes.
- d. Regular counselling by school authorities and parents for students who participate on social media networks and are addicted to it (Mingle and Adams, 2015).
- e. Encouragement of students by teachers to use the right grammar and correct spelling of words even when participating on social networks to help stop the negative trend (Mingle and Adams, 2015).
- f. The researchers recommend further studies in how social media affects students' habits with regards to study habits, interaction in school and at home.

8. Conclusion

Social media networks are transforming our society in different ways. The usage and participation on these networks in one way or the other could affect students in their studies. This is as a result of nature of the usage and how these students participate on these networks. Although social networks comes with a lot of positives such as improvement in reading skills and writing, the ability of the student not to discern and use it properly could affect his or her studies and could result in lower grades.

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